

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Jo-Ann Georgian

Official School Name: Sandown North Elementary School

School Mailing Address: 23 Stagecoach Drive
 Sandown, NH 03873-2123

County: Rockingham State School Code Number: 27910

Telephone: (603) 887-8503 E-mail: joann.georgian@timberlane.net

Fax: (603) 887-8509 Web URL: http://www.sandownnorth.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Richard LaSalle Superintendent e-mail: Richard.LaSalle@timberlane.net

District Name: Timberlane District Phone: (603) 382-6119

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Elizabeth Kosta

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11NH2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 5 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 11298

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	39	26	65		7	0	0	0
1	33	36	69		8	0	0	0
2	33	41	74		9	0	0	0
3	43	38	81		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								289

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2009	289
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 1%
 Total number of limited English proficient students in the school: 1
 Number of languages represented, not including English: 1
 Specify languages:

Russian

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 37

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%

Total number of students served: 45

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>9</u>
Paraprofessionals	<u>21</u>	<u>1</u>
Support staff	<u>5</u>	<u>3</u>
Total number	<u>51</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	86%	88%	88%	91%	0%
Daily teacher attendance	94%	94%	91%	95%	0%
Teacher turnover rate	1%	1%	1%	1%	1%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Please note that information for student and teacher attendance does not exist in our data base. Based on the consistent data shown above, one could surmise that the rates were similar during the 2005-2006 academic year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

The mission of Sandown North, “Challenging learners to succeed in a respectful environment”, drives all actions, while common goals inform the planning. Action plans are developed to meet goals and progress towards reaching those goals is measured. The building and sharing of strategies occurs with cohorts throughout the state. Achievements are celebrated as enthusiasm and commitment for the next endeavor builds. Staff, children, and community members are on a collective as well as an individual journey, with the mission serving as the guiding star.

Innovation at Sandown North is a team effort and contributes to the school’s being worthy of Blue Ribbon status. The collaborative model of shared leadership is evidenced by the staff’s engagement in initiating and carrying out innovative practices. A systemic and systematic approach to meeting challenges in innovative ways results in significant student progress. Educators have many opportunities to work with team members in order to address various challenges. The Leadership team works together to look at data and make school wide academic and administrative decisions. The Emergency Response team ensures the safety of all. The Universal team builds a positive school culture. The Target team supports individual students with social and academic needs. Professional Learning Communities are in place to promote grade level and subject specific growth. The work done within the teams is coordinated by overlapping membership and by administrative involvement. Follow through is systematically embedded in the solutions. Data is collected and reviewed; goals and action plans are established. Dedicated time for meetings is provided and agendas are carefully developed.

Just as staff members work hard, they also celebrate and have fun to keep the spark and passion fueled. Weekly Monday Morning Meetings are times when children, staff members, and community members can share their learning and be celebrated. Children who are meeting behavioral expectations are recognized and treated to a Star Quest lunch on stage. The PTA is active and engaged in all endeavors, helping to provide children with various activities throughout the year, such as Bingo for Books, Pancake Breakfast, Ice Cream Socials, Pajama Literacy Night, Beach Day, Movie Night and Holiday Gift Shop. In addition, thematic days, lunch bunches, and whole school enrichment days excite learners. A daily message board highlights the accomplishments of individuals and groups of children, while the Morning Message, titled North Notes, does the same for staff members. These celebrations and traditions contribute to a sense of unity, pride, and cohesiveness and are valued by adults as well as by children.

Sandown North opened its doors for the first time in September of 2001. When the tragedy occurred on 9/11, the community was brand new and had limited access to the outside world. Coming together to support the children, each other, and the community started that day and continues to this day. Each year the school receives the Blue Ribbon for its high level of volunteerism. The PBIS cohort members, after three years of hard work, were acknowledged at the graduation luncheon and ceremony. The Sandown North Nurse received the New Hampshire School Nurse of the Year; a first grade teacher was the runner-up for New Hampshire’s Teacher of the Year; the School Counselor has been nominated this year to be New Hampshire’s Counselor of the year. The Universal and Target teams have offered workshops within the district, within the state, and to Vermont educators, in addition to hosting visitors from as far away as Iceland. The Commissioner of Education visited the school this year and later invited the Target team to speak to the New Hampshire Task Force on Effective Teaching.

Teamwork, leadership and passion serve as the constellation of innovation that keeps the forward movement going toward success for all. Sandown North School would proudly be a representative of excellence if given Blue Ribbon status and would share their journey with others. Inspiring others is viewed as an integral part of our work. Staff members strongly believe that the best way to lead and inspire others is to be passionate, genuine, and willing to demonstrate what can be accomplished when team members collaborate and work towards a shared mission.

1. Assessment Results:

NECAP (New England Common Assessment Program) was implemented in the fall of 2005. Performance categories are:

- Level 1 Substantially Below Proficient
- Level 2 Partially Proficient
- Level 3 Proficient
- Level 4 Proficient with Distinction

Detailed assessment data for Sandown North can be found at:
<http://www.education.nh.gov/longitudinalreports/index.htm>

Sandown North houses grades K-3. New England Common Assessment Program (NECAP) is given in October and tests proficiency in standards mastered at the prior grade. Therefore, Sandown North's Adequate Yearly Progress is based on scores in both third and fourth grade. An assessment team is sent to the receiving school each October to support young students in their fall testing.

Analysis of Trends in Mathematics:

In grade 3, rates have grown from an initial 56% of students scoring at the proficient level in 2005 to 93% of students scoring at the proficient level in 2009. This is a growth of 37 percentage points over a five year period. The trend for grade 3 was continual growth except in 2008, where there was a 2 percentage point drop from 90% to 88%. By analyzing the scores and addressing student performance, scores rose to a 93% proficiency in 2009. Grade 4 proficiency rates show a similar growth pattern. In 2005, 37% of students taking the NECAP scored at the proficient level and in 2009, 86% of the students performed proficiently. This is a growth of 49 percentage points. Performance trends showed continual growth after an initial increase of 35 percentage points in 2006. Longitudinal AYP data shows a five year growth pattern in the number of students scoring at the proficient or above level in whole school performance. Index Targets were set beginning in the 2007-2008 testing year. The Index Target score for 2007-2009 was 82.0 percent with Sandown North students scoring 94.2 percent, for 2007-2008 and 94.9 for 2008-2009. Index Targets were raised to 88.0 percent for 2009-2010 and Sandown North students scored at 97.6 percent proficiency. Students at Sandown North have consistently performed above Index Targets each year.

Analysis of Trends in Reading:

In grade 3, proficiency rates in reading have also increased. In 2005, 63% of students scored at the proficient level, with an increase to 91% in 2009. This is a growth of 28 percentage points. Growth trends held at 85% proficient in 2007 and 2008. In 2005, grade 4 students scored at 56% proficiency, and by 2009, 88% of all 4th graders were performing at the proficient level. This is an increase of 32 percentage points. Growth trends held at 73% proficient in 2006 and 2007 and rose significantly to 84% proficient in 2008. Longitudinal AYP data shows a five year growth pattern in the number of students scoring at the proficient or above level in whole school performance. Index Targets were set beginning in the 2007-2008 testing year. The Index Target score for 2007-2009 was 86.0 with Sandown North students scoring 91.2 percent, for 2007-2008, and 95.2 percent for 2008-2009. Index Targets were raised to 91.0 percent in 2009-2010 and Sandown North students scored 96.0 percent proficiency. Students at Sandown North have consistently performed above Index Targets each year.

GAP Analysis of 2009 NECAP Scores:

The 2009 scores show a 10% point gap in the following areas: IEP/No IEP, Economic Disadvantaged, Gender in the area of grade 3 reading (females at a 97% proficient and males at an 84% proficient), and Title I. Gap differences are taken quite seriously by the staff and results are assessed and determinations for next steps made.

The gaps in special education reading and math and SES and non-SES students have been specifically addressed through the implementation of the Response to Intervention model and our CONNECT program. Interventions to support academic and social/emotional growth are determined by on-going data collections and are met through either Tier 2 or Tier 3 instruction. If SES students are also homeless, Title I services are provided. If a student eventually becomes identified through the special education process, careful consideration is given to testing accommodations when writing the IEP. These accommodations are used for every day instruction; we support learners not only during the administration of the test, but also in daily practice.

Each year, staff completes a detailed item analysis and review of NECAP results. This practice began with the first published results in the winter of 2006. The staff analyzed the initial gaps and addressed them through curriculum improvement. Curriculums were re-written according to the New Hampshire State Frameworks. The district adopted Everyday Mathematics to support our curriculum and provide consistency of math instruction and chose Reading Street as the core reading program. An RTI model of instruction in the area of reading is being implemented; the implementation of RTI in mathematics is currently beginning.

2. Using Assessment Results:

Data collection is completed within the Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) models. School-wide behavioral and academic screenings are conducted yearly. The BASC2 screening (BESS) is used to identify behavioral concerns. Universal literacy baseline assessments from Reading Street and EveryDay Mathematics are implemented to drive instruction at the core level. Behavioral data is processed through a system called SWIS (School Wide Information System). Additional academic data is collected through running records, reading fluency scores (easy CBM), grade level high frequency words, and classroom performance. DIBELS is used to assess and monitor progress in students with Individual Education Plans (IEP). Number Knowledge math assessment to identify Tier 2 students in the area of mathematics is administered. Additional data collection in the area of mathematics is currently in development. NECAP scores are reviewed and student strengths and weaknesses are addressed. By combining qualitative and quantitative measures, academic trends are viewed at a deeper level and critical decisions to increase academic performance are decided upon.

When analyzing data, concentration is on the core, to understand trends in curriculum delivery, teaching methodologies, or student learning. "Is it a grade level concern or a classroom concern?" Areas of weakness are examined and specific interventions at the Tier 2 and Tier 3 levels are created. The goal for Tier 2 intervention is to help students become successful at the core level. Students flow in and out of intervention groups every 8-10 weeks. Tier 3 interventions are designed to help close academic gaps with identified and non-identified students. The interventions can be building specific, grade level specific, classroom specific and/or student specific.

The CONNECT program is a Tier 2 intervention that addresses the social, emotional, and academic needs of students by providing enriching experiences or extra support. Data is analyzed and instructional goals are developed. Progress is monitored to ensure that these experiences are successful. Additional analysis of social-emotional data is completed by the Target team. The Leadership team looks at academic data to make school-wide academic and administrative decisions. Team members have recently begun to work with a consultant from the New Hampshire Department of Education to choose adequate progress monitoring systems and additional assessment tools. Data is discussed at grade level PLCs, where staff

members have rich conversations to create classroom action plans for specific learning environments. The PLCs also review progress monitoring data in order to drive their instruction.

3. Communicating Assessment Results:

Communication is the foundation for success. The collaborative model of shared leadership is evident by staff members in initiating and carrying out innovative practices.

The systematic approach to meeting challenges in novel ways results in significant student progress. A circuitous method of creating change is utilized. It begins with administration previewing data and then extending it to specific Professional Learning Communities (PLCs) who work in a collaborative process of in-depth analysis, quality discussions and creation of goals and action plans. This process has led to increased academic performance by students. PLCs have overlapping members and this creates sturdy bridges of communication.

To have an engaging, positive culture for learning, it is critically important to communicate with families. Monthly school wide and individual classroom newsletters are sent home to inform and celebrate. Information is posted on the website and on the district's cable channel. Staff offers parent information nights and workshops to focus on supporting learning at home. Parents and teachers meet on a regular basis to talk about standards and performance, keeping the focus on the whole child. Surveys are conducted to receive feedback and input for further decision-making. An open-door policy with both staff and families provides for on-going communication.

- **Universal** ensures a positive school culture where everyone feels safe and successful.
- **Leadership** examines academic successes, demands, goals, concerns and data to create pathways of discussion for change.
- **Instructional** consists of specialists with the expertise to meet academic challenges at the core level, interventions and special needs.
- **TARGET**'s purpose is to use Positive Behavioral Systems (PBIS) in meeting social-emotional needs of learners and communicating with family members to create a partnership between school and home.
- **SEEPT** (Special Education Evaluation Placement Team) addresses academic concerns and special education instruction and testing. They communicate with family members to create a partnership between school and home is a priority.
- **Emergency Response Team** develops emergency plans and procedures.
- **Instructional Team** monitors individual student's progress to maximize growth.
- **Sunshine Committee** plans celebrations and supports all in times of need.

4. Sharing Lessons Learned:

Sandown North educators have had the opportunity to share successful teaching and learning strategies locally, nationally and internationally. Collaboration with other administrators occurs at district administrative meetings and professional development trainings. During these sessions, educational and behavioral data has been reviewed and examples of interventions for school wide implementation has been provided. Trainings regarding PBS and TARGET team processes have been conducted. The principal and assistant principal have presented on numerous occasions to the school board and budget

committees to share Sandown North's journey and to enlighten the community about successful strategies.

Members of the Universal and Target teams offered workshops at the BEST Summer Institute in Vermont. Sharing and collaborating with colleagues in the New England Region is commonplace as are visits from educators within and out of state; much information was shared with visitors from Iceland. In December 2010, Commissioner Virginia Barry asked the Target team to present to the Task Force on Effective Teaching. Staff were honored to share their systems with this team charged with doing such important work.

Two years ago, the Timberlane School District was one of five districts state-wide chosen for participation in the NH Responds Grant. This grant focuses on developing academic and behavioral supports using the PBS/RTI models. Timberlane was chosen in part because of Sandown North's clear dedication to PBS. This school's involvement with NH Responds includes support from Dr. Howard Muscott, Director of NH-CEBIS. Dr. Muscott has served as mentor and coach. He travels throughout the country and internationally working with schools. The work of Sandown North has been shared in Iceland, Mexico, Puerto Rico, Finland, Canada and throughout the United States. When Dr. Muscott testified to Congress in 2009 about the importance of PBS, he highlighted Sandown North's process of developing behavioral and academic systems of support and their successes.

As the journey continues, so too will sharing. The positive approach to problem solving encourages all staff members to have a voice in the process. Through this collaboration, creativity comes alive and unique ideas are born. All come together to provide the best educational experience for young learners.

1. Curriculum:

Core curriculums are designed by a district committee consisting of representatives from each elementary school, middle school and high school. The New Hampshire State Frameworks guide the work. Each grade level and specialists' team then choose power standards. Each power standard has endurance beyond a single grade level, leverage across multiple disciplines, and provides readiness for the next level of learning.

Core curriculum areas are compacted to ensure meaningful learning for all students. Differentiated instruction is provided using the gradual release of responsibility model. All children receive Universal instruction and are provided with supports through the RTI, or Response to Intervention, model. Critical when planning instruction are the abilities, strengths, challenges and interests of all students, thereby increasing students' engagement in their learning.

By using the RTI model of instruction, the needs of all learners are met. Professional Learning Communities analyze data and collaboratively decide how best to address the information gleaned about each child's learning. Engagement in learning is paramount in planning as well as during instruction. Classroom environments are safe and supportive, encouraging children to question and explore, thus increasing engagement.

At the Tier 2 level, a scientific approach to flexible small grouping occurs and children are provided with direct, research based interventions. Academic and behavioral progress towards meeting the rigorous standards is monitored and additional supports are provided if needed. In Unified Arts, small group instruction is provided to extend or adapt the curriculum. Universal Teaching Points use common language to describe expected STAR behaviors and are taught and reinforced in all instructional settings. Some students' performance requires a higher level of analysis and delivery of services at the Tier 3 level.

Weekly, at Monday Morning Meeting, the whole school comes together so children can to showcase their learning. Children's personal accomplishments are recognized and celebrated. A rotation of four third grade students hosts the meeting, giving them an important leadership opportunity. Staff and community members may share an interest, passion, or their learning, serving as powerful role models.

Children begin their week by hearing grade level specific music being played so they can enter Monday Morning Meeting. At that meeting, additional music is played by both the music teacher and students. All students have an opportunity to be part of a larger performance at least once a year. The Music teacher consults with and collaborates with others, such as the school counselor, to differentiate instruction and offer support to students. The district instrument program begins in the summer between second and third grade, with weekly lessons to follow during the school year. Children then perform at school and district events from grade three through senior year in high school.

Students attend art, health or technology, music, and physical education one time every week. Children from different classes in one grade level are grouped together. Some may be in a large group while others may be in a small group, depending on the needs of the students. Some children benefit from the art teacher and the occupational therapist working jointly together to provide specific instruction. Children are encouraged to further practice and take risks in their art learning at home. When children do so, they become Artists of the Week and their work is projected onto the screen at Monday Morning Meeting for all to see and celebrate. Children's art work is displayed in the hallways all year. At the well-attended art show, visual art and sculptures are exhibited for all to appreciate. Illustrators and other artists have demonstrated their skills and left their creations to be enjoyed.

Technology is an integral component of student engagement and instruction. Each classroom is equipped with a Mobi, a Tablet and computers. The school has two computer labs and a Distance Learning area. Technology is a tool for learning, a way for children to access information and to present their learning. It is embedded in all that learners do and see adults doing in the school environment.

Weekly classes in physical education foster sportsmanship, build confidence, and encourage collaboration, or teamwork. Many motivating and engaging Physical Education/Health related activities are offered to all students such as Jump Rope for Heart, Movement/Relaxation classes taught collaboratively with the school counselor, Walk New Hampshire and Healthy School Snacks. A focus of Physical Education lessons is on body awareness and health. A dental hygienist and dentist visit annually to promote oral hygiene. The school nurse is a resource for learning and is flexible in providing classroom instruction as needed.

In conclusion, instruction of core standards are delivered in an integrated and child focused manner. Group size and composition, along with the instructional setting, are designed to ensure educational engagement and lifelong success for each student. The staff uses data to offer targeted support and to celebrate each child's journey towards becoming lifelong learners.

2. Reading/English:

National and New Hampshire State Frameworks serve as the basis for the school's core reading curriculum. Universal reading instruction uses a research based comprehensive core program, which was chosen from among three programs that matched the reading standards. The program addresses the components of reading as delineated by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary and comprehension. The comprehension component of the core curriculum is reinforced through conferencing during independent reading time. A love of reading is fostered through flexible library scheduling and a free Book Exchange with materials provided by the community.

The expertise and understanding of research based practices by the professional staff enhance the instruction provided by the core program. The grade level Professional Learning Communities (PLCs) and common planning time provide the opportunities for collaboration to enhance instructional practices for all students. Data from common assessments and input from teachers, paraeducators, specialists and administrators is used to determine flexible, small groups for the purpose of differentiated instruction. The PLCs foster collegiality as well as provide a forum of discussion about a child's individual learning strengths and challenges. Universal instruction encompasses foundational reading skills using the gradual release of responsibility model (I do, We do, You do). The universal instruction includes whole group and small group instruction and independent reading where children read 'just right' books and confer with staff. During reading time and during writing workshop, children explore and apply skills and story structures.

Weekly program progress monitoring assessments and then unit tests are administered. Data is collected and reviewed at the grade level PLCs to monitor academic growth. Flexible Tier 2 groups are formed based on the data and children receive additional instruction to close gaps in skill areas. Progress monitoring continues and if the child is still in need of additional support, the PLC team examines the data and makes adjustments in instruction or considers the child for Tier 3 supports. Tier 3 instruction is provided for some students after careful analysis of strengths and challenges. The research based intervention programs used include: My Sidewalks, Foundations, Wilson Reading Systems, Spellography and Fountas and Pinell. Through this direct, systematic instruction, children who are reading below grade level make accelerated progress.

3. Mathematics:

The curriculum addresses goals at a level appropriate for each grade. Concepts and skills are developed using a spiral curriculum in a variety of contexts. Multiple problem solving methods and strategies are explored and practiced. Lessons allow students to investigate and discover mathematics by incorporating

manipulative-based, hands-on group activities that take students from concrete to representational to abstract understanding at a pace appropriate for each child.

Children learn best when they have the opportunity to gain conceptual understanding of mathematics concepts. This is accomplished through exploration and the use of concrete materials as a first step. Skills are reinforced through games that allow frequent practice to develop mastery without tedium. Concepts are further developed through representation that leads to abstract understanding and communication of that understanding through discussions and in writing. The Everyday Mathematics curriculum supports this approach. “Content is taught in a repeated fashion, beginning with concrete experiences to which students can relate. Research shows that students learn best when new topics are presented at a brisk pace, with multiple exposures over time, and with frequent opportunities for review and practice. The sequence of instruction in the *Everyday Mathematics* curriculum has been carefully mapped out to optimize these conditions for learning and retaining knowledge.” http://www.everydaymathsuccess.com/pdf/EM_InstructionalDesign.pdf

A tiered approach to instruction helps improve students’ math skills. Data is gathered based on a daily summative assessment of one skill or concept called Recognizing Student Achievement and End-of-Unit Progress Checks. These include both formative and summative assessments and a student self-assessment, teacher-student conferences and small group work while “kid-watching”. Students who are functioning below grade level are given extra practice on the identified weaknesses and/or gaps. Staff use explicit instruction in the form of activities, games, and explorations at an appropriate level for the student. The PLC team members start from where the children are and help them move forward, using the progression of learning from concrete to representational to abstract, while helping students learn to better communicate their strategies and understandings.

In addition to the Everyday Math materials a standards and research-based program called Number Worlds is correlated to Everyday Math and can be used as a Tier II and Tier III intervention. Both classroom teachers and special educators use this program when appropriate.

4. Additional Curriculum Area:

Technology lessons are aligned with the ISTE National Technology Standards (ISTE NETS•S), the New Hampshire Frameworks, and the school’s reading curriculum. Technology lessons tie in to New Hampshire’s Reading, Writing, Oral Communication, Social Studies, Science and Mathematics Frameworks, supporting and enhancing students’ development of essential skills. The goal is to build the foundation that would allow young students to become competent, literate computer users.

Technology lessons provide an opportunity to integrate common curriculum core standards. Students begin to acquire essential skills by learning basic computer skills and then advancing to keyboarding. The weekly lessons in technology foster safety and digital citizenship for computer and online usage.

Language arts themed library resources and Everyday Math games use technology and reinforce essential skills taught in the core curriculum. In addition, instruction includes all components of Microsoft Word documents. Technology is an integral component of student engagement and instruction.

Several instructional units integrate science, writing and visual arts standards. Students develop a knowledge base about the state of New Hampshire including habitats of native animals and plants. They learn about plant life cycles, developing an understanding of biomes and animals which live in them, and culminating in researching a self-selected animal and developing a PowerPoint presentation using digital resources and library materials.

Units that integrate social studies, reading and writing standards foster the development of important foundational skills. Knowledge of community helpers is extended when children learn how to use Kidspiration. When students research people throughout the world they develop an understanding and appreciation of various cultures.

In addition to weekly technology instruction, the use of technology in the classrooms facilitates integration between core curriculum standards and technology. Technology is a tool for all learning. The school mission statement: **Challenging learners to succeed in a respectful learning environment** is exemplified through technology curriculum by integrating core standards from various academic areas. Technology curriculum ensures that students develop essential skills necessary to succeed in the digital world.

5. Instructional Methods:

Challenging learners to succeed in a respectful environment is the mission statement for Sandown North. Differentiated instructional practices enhance student learning and achievement at all grade levels and in all learning environments.

Differentiated instructional practices are the cornerstone of academic and unified arts instruction at Sandown North. Staff provide instruction based on the gradual release of responsibility model (I do, We do, You do). Not only is differentiation based on ability levels, but children's learning styles are also taken into account. In all academic areas, children receive common universal instruction based on rigorous standards. Depending on each child's performance on common assessments, the grade level PLC team determines if additional supports or enrichment instruction is needed. By receiving small group support in the classroom, many children are able to successfully access the general education curriculum and make adequate progress toward academic standards. If the data documents continued academic concerns, Tier 2 or Tier 3 supports are initiated. Ongoing progress monitoring ensures that specialized instruction assists the child in developing the skills necessary to access the regular education curriculum. The goal of all staff at the Tier 2 level is to provide instruction to 'close the gap' so that all children succeed in the general education curriculum.

A subgroup of the Leadership Committee developed a flexible schedule that addresses individual strengths and challenges by providing CONNECT groups. Children receive common instruction in unified arts based on core standards; however, the number of children in the instructional groups vary. Some children receive instruction with grade level peers in classroom size groups while other children receive instruction in small groups. The small groups include enrichment or interest groups as well as groups of children who find the unified arts demanding in some way (i.e. skill or behavioral challenges). This innovative schedule supports children's learning in all environments. Instruction is provided in a way which considers the different learning styles, helping each child to be successful. Additionally, the schedule is flexible; it may be changed every eight to ten weeks based on data from common assessments as well as data collected using the PBIS system. By differentiating unified arts instruction as well as mathematics and reading/writing instruction, Sandown North staff strive to ensure that all children succeed in all curriculum areas.

6. Professional Development:

As part of the Timberlane Regional School District, all Sandown North staff participates in district trainings. Workshops are offered throughout the year as well as on the five professional development days. Several math, writing and reading trainings are scheduled during the year, supporting differentiated instruction in accessing the curriculum and meeting standards. Professional staff are released from classrooms to attend relevant trainings. Workshops offer strategies and lessons to accelerate students' growth. In reading, training in the use of the new Linkit online assessments has been provided. Teachers and administrators are able to gather formative data quickly so that the information can be used to inform instruction and grouping based on instructional needs.

The district professional development committee has a budget and offers a calendar of workshops throughout the year. Staff access workshops through the district professional development website MyLearningPlan.com. The majority of these workshops are presented by professional staff who share their expertise in academic, behavioral and social areas with colleagues. This committee is comprised of representatives from each school, so voices from all levels are heard. Each year, the committee

disseminates a needs survey to all staff within the district for more input. The results of the needs survey determine workshops that may be offered the following year. Each educator in the district is also allocated workshop funds, allowing him/her to attend out of district conferences. New teachers, for the first three years of their employment, are assisted by a mentor and are part of the district mentoring program. They work closely with their mentor teacher and attend additional trainings in curriculum areas, in using assessments to inform instruction, as well as in behavior management.

Sandown North also offers trainings within the building to support academic standards, curriculum areas and Positive Behavioral Interventions and Supports (PBIS). As a recipient of the NH Responds grant, a Reading Consultant has been assigned to facilitate RTI work. Within the Professional Learning Communities (PLCs), teams share training and research which impact student learning. Teachers who attend professional trainings outside the district share knowledge within the PLCs or at staff meetings. Collegial discussion at the PLCs, level, with the Literacy Specialist and the Math Coach, focus on data and assessments that guide the work to support or extend each child's learning.

7. School Leadership:

Sandown North Mission Statement: "Challenging Learners to succeed in a respectful environment"

As School Principal, Jo-Ann Georgian's role in leadership is to inspire and engage the passions and unique strengths of staff and students in order to obtain the best educational outcomes for all. The basis of the leadership philosophy is mission driven. Whatever people contribute to advancing that mission is universally valued. Numerous teams work to contribute to not only academic achievement but also the physical, social, emotional health and welfare of all students.

Teams are made up of a variety of staff, all with members contributing. The climate and culture of Sandown North encourages all staff to contribute to decision making regarding best practice and standards. Sandown North utilizes PBIS philosophy and systems. The Universal team looks at school wide behavioral expectations and the Target team provides additional supports for students for whom the universal systems are not enough.

Policy decisions become practice through a process of building consensus and establishing staff ownership. There are high expectations for all staff and an equally high level of support. Staff is willing to propose and promote innovation because it is understood that initiatives are encouraged, appreciated and supported. The principal values and backs staff initiatives that advance the school's mission and then she assumes responsibility for outcomes, both positive and negative. The two administrators' strong leadership skills encourage each staff member to lead in his or her areas of expertise.

CONNECT is a relevant example of leadership and working towards our school mission. Both the Target and the Leadership team members were seeing a need to provide students with more opportunities to pursue their strengths and to work with adults in smaller groups. Last spring and throughout the summer a group from the Leadership team began building a schedule which was student need driven. The outcome was the CONNECT program. Within this flexible, fluid schedule, students work with other grade level students in interest groups, guidance groups, small literacy groups, art extension groups, and smaller music, art, technology and PE groups. Many of these groups are team taught. Unified arts teachers may team teach with the school counselor, enrichment teacher, media generalist, occupational therapist and physical therapist. Children readily state that the small group experience has been highly positive resulting in increased feelings of self-worth.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New England Common Assessment Program

Edition/Publication Year: 2005 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	93	86	90	71	56
Proficient with Distinction	43	27	33	19	17
Number of students tested	76	75	86	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	1	3
Percent of students alternatively assessed	4	4	0	1	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	83	92		83	
Proficient with Distinction	40	15		8	
Number of students tested	12	12		12	
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient	100	83	89	45	38
Proficient with Distinction	58	22	25	0	13
Number of students tested	13	18	17	11	13
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6. Title I					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES: 0 score in English Language Learner, Hispanic or Latino Students, African American Students indicate that cell size is too small to count. 0 in Title I indicates that Title I services are not available in mathematics.					

11NH2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NECAP

Edition/Publication Year: 2005

Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	91	85	85	74	63
Proficient with Distinction	25	17	12	17	15
Number of students tested	76	75	86	81	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	1	3
Percent of students alternatively assessed	4	4	0	1	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	92	75		75	
Proficient with Distinction	33	8		8	
Number of students tested	12	12		12	
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient	77	78	59	18	38
Proficient with Distinction	42	11	0	0	13
Number of students tested	13	11	17	18	13
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6. Title I					
Proficient	81	75			
Proficient with Distinction	4	3			
Number of students tested	21	32			
NOTES: 0 score in English Language Learner, Hispanic or Latino Students, African American Students indicate that cell size is too small to count.					

11NH2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NECAP

Edition/Publication Year: 2005

Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	86	85	74	72	37
Proficient with Distinction	31	31	15	19	1
Number of students tested	74	87	80	80	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	3	0
Percent of students alternatively assessed	4	0	1	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	91		58		
Proficient with Distinction	27		8		
Number of students tested	11		12		
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient	75	62	47	45	0
Proficient with Distinction	31	6	0	17	0
Number of students tested	16	18	17	18	12
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6. Title I					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: 0 score in English Language Learner, Hispanic or Latino Students, African American Students indicate that cell size is too small to count. 0 in Title I indicates that Title I services are not available in mathematics.					

11NH2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NECAP

Edition/Publication Year: 2005

Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	88	84	73	73	56
Proficient with Distinction	24	25	13	24	8
Number of students tested	74	87	80	80	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	3	0
Percent of students alternatively assessed	4	0	1	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	82		58		0
Proficient with Distinction	18		0		0
Number of students tested	11		12		11
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient	88	56	29	28	0
Proficient with Distinction	13	0	0	17	0
Number of students tested	16	18	17	18	12
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6. Title I					
Proficient	60	71			
Proficient with Distinction	0	14			
Number of students tested	10	21			
NOTES: 0 score in English Language Learner, Hispanic or Latino Students, African American Students indicate that cell size is too small to count.					

11NH2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	90	85	82	73	46
Proficient with Distinction	37	29	24	19	9
Number of students tested	150	162	166	161	164
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	1	4	3
Percent of students alternatively assessed	2	2	1	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	87	46	29	42	0
Proficient with Distinction	34	8	4	4	0
Number of students tested	23	20	19	20	14
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient	88	73	68	23	0
Proficient with Distinction	45	14	13	9	7
Number of students tested	29	36	34	29	25
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6. Title I					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: 0 score in English Language Learner, Hispanic or Latino Students, African American Students indicate that cell size is too small to count. 0 in Title I indicates that Title I services are not available in mathematics.					

11NH2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	91	85	79	73	60
Proficient with Distinction	25	22	12	20	9
Number of students tested	150	162	166	161	164
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	1	4	3
Percent of students alternatively assessed	4	2	1	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	87	38	29	38	0
Proficient with Distinction	26	4	0	4	0
Number of students tested	23	20	19	20	14
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient	83	67	44	23	19
Proficient with Distinction	28	6	0	9	7
Number of students tested	29	36	34	29	25
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6. Title I					
Proficient	71	73	0		
Proficient with Distinction	2	3	0		
Number of students tested	31	53	13		
NOTES: 0 score in English Language Learner, Hispanic or Latino Students, African American Students indicate that cell size is too small to count.					

11NH2